

IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION  
**2014 Learning Resources Evaluation Rubric**

Publisher \_\_\_\_\_ Textbook/Series Title \_\_\_\_\_

Name/Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**Area(s) Evaluated:**

- |  |  |
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| <input type="checkbox"/> <b>Agriculture and Natural Resources</b><br><input type="checkbox"/> <b>Business Technology</b><br><input type="checkbox"/> <b>Career Guidance/Individualized Occupational Training</b><br><input type="checkbox"/> <b>Engineering and Technology Education</b> | <input type="checkbox"/> <b>Family and Consumer Science</b><br><input type="checkbox"/> <b>Health Professions</b><br><input type="checkbox"/> <b>Marketing Education</b><br><input type="checkbox"/> <b>Skilled and Technical Sciences</b> |
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Directions: Complete one form for each textbook series/program you evaluate. In your evaluation, you are asked to consider the materials according to the criteria below. First, take each individual criterion and rate the material using the following standard: **0 (Inadequate), .5 (Meets), and 1.0 (Exceeds)**. Use the comment section at the end to give the reasons for your ratings, citing pages whenever possible.

**CRITERIA**

<b>A. Objectives:</b>	<b>Inadequate 0</b>	<b>Meets 0.5</b>	<b>Exceeds 1.0</b>
Objectives are generally aligned with Idaho Professional-Technical Education Performance Standards.			
The scope and sequence of the content is well organized and comprehensive.			
The objectives covered require the students to use higher level cognitive skills (analysis, synthesis, evaluations, etc.).			
Instructional plans and teaching suggestions provide for efficient adaptation of materials for a variety of performance skill levels and learning styles.			
Objectives integrate relevant performance, creative, and assessment.			
Quality supplemental teacher materials are available for this text.			

<b>B. Content</b>	<b>Inadequate 0</b>	<b>Meets 0.5</b>	<b>Exceeds 1.0</b>
The content incorporates and supports current performance practices.			
The teacher's guide provides opportunities for differentiation.			
Concepts and skills are presented in tandem.			
The text effectively integrates technology.			
All materials develop student vocabulary and background knowledge.			
Activities apply to diverse student abilities, interests, and learning styles.			
Activities include guiding questions which encourage the development of higher-level thinking and performance skills.			
Subject matter covers a spectrum of accomplishments and contributions by all sexes, races and physical conditions.			
Students of both sexes and various cultures and physical conditions will be able to use the materials without feeling excluded, estranged, or diminished.			
The resources/materials use references and timelines that feature events from various parts of the world and a variety of time periods and cultures, where appropriate.			
The program makes connections to other content areas and real-world applications.			
The textbook/resources/materials include activities, support, and development of leadership skills.			

<b>C. Organization of Publication</b>	<b>Inadequate 0</b>	<b>Meets 0.5</b>	<b>Exceeds 1.0</b>
The scope and sequence of the standards based content is well-organized and comprehensive.			
The text provides opportunities for direct instruction as well as guided and independent practice.			
The layout is consistent, clear, and understandable.			

<b>Organization of Publication</b> (Continued)	<b>Inadequate 0</b>	<b>Meets 0.5</b>	<b>Exceeds 1.0</b>
Chapters are logically arranged, and contain clear and comprehensive introductions and summaries.			
Text provides a useful table of contents, glossary and index.			
Text contains references, bibliography and resources.			
Textbook provides a separate teacher edition with resource package.			
Non-text content (performance clips, images, maps, graphs, pictures) are accurate and well integrated into the text.			
Construction of text appears durable and able to withstand normal use.			
Supplementary materials listed below are well organized, of high quality, and are useful in enhancing instruction (rate all that apply):			
<i>On line access to textbook, student materials, resources, etc.</i>			
<i>Videos, Workbooks, Manipulatives, Prepared Kits</i>			
<i>Assessment Materials</i>			
<i>Software (CD-ROMs, DVDs, USB Flash drives, etc.)</i>			

<b>TOTALS</b>			
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<b>D. Overall Evaluation</b>	<b>Inadequate</b>	<b>Meets</b>	<b>Exceeds</b>
<b>How do you rate these materials overall? <u>Check one.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**COMMENTS**

<b>STRENGTHS</b>	<b>WEAKNESSES</b>